Name of School _Country View & Plain City_   District _Weber County_

Target Group: _5/6 grade_

Target Group Selection Is Based upon the Following Criteria: _Random Attendance of one of the 5/6 classrooms_

Data Driving This Goal: _News Reports / Parent Request based on School wide Parent Survey_

Intended Behavior	NGD Guideline, Student Competency, ASCA Standard, Developmental Crosswalk Standard and Competency Desired Result for Student Learning	Activity to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Method (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
Resiliency in response to bullying	LC:A1 " A2 AL:A3 AL:B1 LC:C1 PS:C2 PS:C3	Video & 1/2 Lesson with "Power @ -Poster" (Power over Self)		Pre/Post Test 3 bullying Questions + 4 resiliency questions & Post Test Alone to Gage Pre test influence.	March (Fairness) Lesson April (Humor Lesson)	

Karen Richards   _March/Apr./May_   _5th & 6th Gr. Only in Class_   _T. Fawson_

Principal's Signature   **Date**   **Date of Staff Presentation**   **Prepared By**

*adapted from the ASCA National Model for School Counseling Programs

School _Country View & Plain City_   District _____

Counselor	Target Group	Curriculum And Materials	Start Date End Date	Process Data (Number of students affected)	Perception Data (Pre and post test competency attainment or student data**)	Results Data (How did the student change as a result of the lesson or activity)	Implications (What do the data tell you?)
T. Fawson		Power Chart Humor Questions Video: "There's Gum in my Hair"	MArch April MAy	P/P 18/24 38 Post only	Pre & Post 5th grade Pre: Post: 65% 88% correct correct 6th Grade 63% 95% 79% 97% Post only: 85%	Self Assurance about Knowing ways to deal with Bullying Teachers comments from students "Hey your trying to steal my power!" "I'm not giving you my power"	The students were confused & had few skills in making choices about Advocating for self The scores indicate some improvement in their Resources (TOOLS)

_Pain _____

Principal's Signature   **Date**   **Date of Staff Presentation**   **Prepared By**

*adapted from the ASCA National Model: A Framework for School Counseling Programs   **Attach data, examples and documentation

Utah Comprehensive Guidance Program: Closing the Gap Action Plan 2004-2005*, Elementary Schools

Name of School Farr West Elementary School   **District** Weber School District

Target Group: First & second graders in a communication disabled classroom

Target Group Selection Is Based upon the Following Criteria: lack of communication and awareness skills

Data Driving This Goal: majority of students in this classroom using socially unacceptable way to solve problems and express anger. Inattentive to teachers as well.

Intended Behavior	NCD Guideline, Student Competency, ASCA Standard, Developmental Asset, Standard and Objective, Desired Result For Student Learning	Activity to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Method (How will you measure results?)	Start/End Dates	Projected # of Students Impacted

eyes on teacher
bodies
  attentive
maintaining
  each other's
  personal
  space
taking turns
sharing
using appro.
  feeling
  words
	NCDA guidelines
	  1, 2, 3
	
	ASCA standards
	  7, 8, 9
	
	understand self
	  and others
	
	interpersonal
	communication
	skills
		classroom group	published curriculum "Good talking words"
			
			two puppets
			
			pictures examples & non-examples
			
			pre/post observation forms
			
			literature stories for each lesson
				compare discipline records of group
				
				pre/post evaluations by teacher & counselor
					March – May	15 first & second graders

Net Stowers   3-16-05

Principal's Signature   **Date**   **Date of Staff Presentation**   ~~Linda Lundstrom~~ **Prepared By**

*adapted from the ASCA National Model: A Framework for School Counseling Programs

Utah CGP--Closing the Gap Results Report 2004-2005*, Elementary Schools

School Farr West Elementary School   **District** Weber School District

Intended Behavior	NCD Guideline, Student Competency, ASCA Standard, Developmental Asset, Standard and Objective, Desired Result For Student Learning	Activity to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Method (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
Eyes on teacher Attentive bodies Maintaining personal space Taking turns Sharing Using appro. feelings words	NCDA guidelines 1, 2, 3 ASCA standards 7, 8, 9 "understand self & others" "interpersonal communication skills	classroom group	published curr. "Good Talking Words" two puppets pictures (examples and non-examples) pre/post observation forms literature stories for each lesson	compare March to May discipline records of each student in the class compare pre/post evaluations done by teacher and counselor	March 31 through May 19, 2005	15 1st and 2nd graders

Art Stowers   5-20-05   Linda Lundstrom, counselor

Principal's Signature   **Date**   **Date of Staff Presentation**   **Prepared By**

*adapted from the ASCA National Model: A Framework for School Counseling Programs   **Attach data, examples and documentation

Utah Comprehensive Guidance Program: Closing the Gap Action Plan 2004-2005*, Elementary School

Name of School ___**Freedom Elementary**___   District _____**Weber**_____

Target Group: ___Second Grade___

Target Group Selection Is Based upon the Following Criteria: ___Entire population___

Data Driving This Goal: ___Complaints of bullying behavior on the playground___

Intended Behavior	NCD Guideline, Student Competency, ASCA Standard, Developmental Asset, Standard and Objective, Desired Result for Student Learning	Activity to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Method (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
Decrease bullying behavior on the school grounds by enhancing interpersonal respect and empathy.	ASCA Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.	Lessons will be taught over a period of several months on respect, & empathy, and on not being bossy, calling names, & bullying.	We have already done some staff training about bullying & have the materials. This will take a major part of the counselor assistant's time in the classroom.	We will use a pre and post survey of the classes to determine their perception as to the amount and kind of bullying that takes place.	The instruction will start in September 2004 and end in January 2005.	About 120

Darlene M. Beel   9-27-04   Edward C. Willliams
_____   _____   _____   _____
Principal's Signature   Date   Date of Staff Presentation   Prepared By

adapted from the ASCA National Model for School Counseling Programs

Utah CGP– Closing the Gap Result_ Report 2003-2004*, Elementary Schools

School __Freedom Elementary__   District __Weber District__

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data (Number of students affected)	Perception Data (Pre and post test competency attainment or student data**)	Results Data (How did the student change as a result of the lesson or activity)	Implications (What do the data tell you?)
Ed Williams Robyn Cottam	2nd Grade	Sunburst Curriculum Bullying Stops Here! K-2	Sept 04 – May '05	102 – 106	Safe School Survey Pre and Post Survey of Students	Student results on following page.	Implications on following page.

Darlene M. Bell
Principal's Signature

__6-1-05__
Date

_____
Date of Staff Presentation

Robyn Cottam
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Attach data, examples and documentation

Results Data:

Students' perceptions of bullying incidents increased

* The positive response of students actively stopping bullying nearly doubled.
* Three students even wrote in the option of walking away as a way of avoiding bullying situations.
* The survey showed a large increase of students getting adult help, however 39 students felt they did not get all the help they needed.

Implications:

Students did become more aware of bully behaviors.

On the pre and post survey students feel unsafe in the bathrooms and after school. It is not clear as whether is based upon perceived problems or actual problems. This could be further investigated as well as potential solutions.

58 students told the bully to stop which is almost double the 29 on the pre test.

Teachers were indicated as bully problem solvers with four times as many going to them for help on the post-test.

50 students felt problems were stopped, although 39 did not.

5 students indicated they were bullying daily on the post-test. Which may be as issue of awareness or increased honesty.

Name of School Municipal Elementary School   **District** Weber School District

Target Group: 4th Grade

Target Group Selection Is Based upon the Following Criteria: Lack of previous Character Education experience

Data Driving This Goal: Initial character Ed. subject related questionaire given in each classroom

Intended Behavior	NCD Guideline, Student Competency, ASCA Standard, Developmental Asset, Standard and Objective, Desired Result for Student Learning	Activity to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Method (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
Raise awareness & understanding of personal & interpersonal skills needed to create a positive atmosphere at school & at home through discussion & interaction	Personal/Social Development (ASCA) Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self & others, and increase personal & interpersonal awareness.	Bi-weekly lessons in character ed. in each individual classroom. Follow up w/ teachers & students informally on a day to day basis as incidents occur. Handouts, activities & discussions in classrooms.	Bi-weekly lessons given by me on character ed. Follow up in classroom from teachers.	Character Ed. related survey given at beginning of school yr, & again at the end of school yr.	September-April	60

David Bart

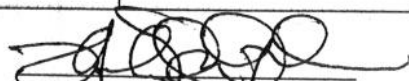**Principal's Signature**   **Date**   **Date of Staff Presentation**   **Prepared By**

*adapted from the ASCA National Model for School Counseling Programs

Counselor	Target Group	Curriculum & Materials	Start Date End Date	Process Data (Number of students affected)	Perception Data (Pre & post test competency attainment or student data) **	Results Data (How did the student change as a result of the lesson or activity)	Implications (What do the data tell you?)
David Burt	Two fourth grade classrooms at Municipal Elementary School	Bi-weekly classroom presentations on character using the Character Counts Program Which consists of six pillars of character including: Citizenship Responsibility Respect Trustworthiness Caring Fairness Lessons included lectures, activities, and worksheets which were taken from multiple sources	Start Date: September 13, 2004 End date: April 11, 2005	Approximately 33 students	The pretest resulted in a mean of approximately: 14 responses in agreement 7 responses in disagreement The posttest resulted in a mean of approximately: 13 responses in agreement 8 responses in disagreement	According to the data, most student responses remained relatively the same over the two surveys. Overall the number of responses in agreement with the questions regarding pro-social behaviors and the knowledge of interpersonal relationship skills declined slightly.	Overall the character education program did not seem to affect attitudes, either positively or negatively, concerning pro-social behavioral patterns and knowledge regarding personal and interpersonal relationship skills significantly. The implication of these findings is that I may need to modify the character education program for next year to pinpoint these needs.

Principal's Signature   5/20/05   5/19/2005   David Burt
                              Date   Date of Staff Presentation   Prepared By

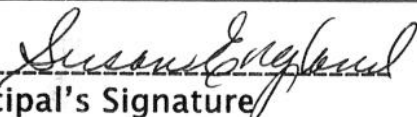# Utah CGP–Closing the Gap Action Plan 2004–2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 200

School__Midland_Elementary_____District__WEBER COUNTY SCHOOL DISTRICT_____
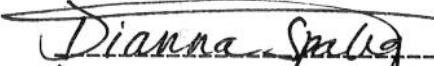
Target Group:__6th grade_____

Target Group selection is based on the following data/information/school improvement goal:__Students need a little help choosing good friends.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders. . ."	Start/End Dates	Projected # of Students Impacted
Increased amount of students choosing good friends.	Students will learn how to choose good friends wisely and benefit from the positive friendships.	Counselor will present lessons in the 6th grade health rotation using the Totally Awesome Health Curriculum. The students will participate in a discussion and demonstration.	Totally Awesome Health Book and overheads	The results will be based from pre and post test data supplied by the curriculum. All 6th grade students present during the lessons will take the pre and post tests.	The project will take place in March 2005	90

_____   _6-3-05_   _____   Dianna Spring____
Principal's Signature   Date   Date of Staff Presentation   Prepared By
*adapted from the ASCA National Model: A Framework for School Counseling Programs

Utah CGP– Closing the Gap ⌐ sults Report 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School__Midland Elementary_____District__WEBER COUNTY SCHOOL DISTRICT_____

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/compete ncy data**	Implications: What does the data tell you? What can the student do with this now?
Mrs. Dianna Spatig	6th grade	Totally Awesome Health for 6th grade	March 9-11, 2005	87	Pre and Post tests came from curriculum.	99% improvement in students' understanding of friendship and the guidelines of how to choose good friends.	The students can now have an understanding of how they can choose friends wisely with the set criteria for doing so. They can also evaluate current friendships and determine if they have made good decisions.

Susan England   _6-3-05_   _____   _Dianna Spatig_

Principal's Signature   Date   Date of Staff Presentation   Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers supporting conclusions and attach data, examples and documentation

Utah Comprehensive Guidance Program: Closing the Gap Action Plan 2004-2005, Elementary Schools

Name of School North Ogden Elementary   **District** Weber

Target Group: 6th grade students

Target Group Selection Is Based upon the Following Criteria: random sample

Data Driving This Goal: Pre policy data and post policy data regarding occurrence and recidivism of harassment in school. mandatory discipline schedule helps to alternate recidivism in and recidivism of harassment in school

Desired Behavior	NCDG/Utah Student Standards ASCA Objectives/Intended Results for Student Learning	Activity to be Delivered / Who Will Do What	Resources/Staff Development Needed	Evaluation Method (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
Fewer incidense of Recidivism of harassment in 6th grade students	2.2 Show respect for legal and moral rights of others. 7.1 Demonstrate skills of good citizenship 1.2 Demonstrate responsibility for behavior 3.1 understand how decisions affect self and others 1.4 learn acceptance of others and work toward solving conflicts	Counselor wrote up policy then presented policy to students in their classroom providing explanation of policy and answer questions of students.		Comparison of pre policy data and post policy data regarding occurance and recidivism of harassment in 6th grade.	January 2005 - march 31, 2005	70 students Grade 6

Principal's Signature P Thomas   **Date** 9-26-05

*adapted from the ASCA National Model for School Counseling Programs

Date of Staff Presentation

Prepared By Jeana Bruhe

Utah CGP--Closing the Gap Results Report 2004-2005*, Elementary Schools

School __North Ogden Elementary__   District __Weber__

Counselor	Target Group	Curriculum And Materials	Start Date End Date	Process Data (Number of students affected)	Perception Data (Pre and post test competency attainment or student data**)	Results Data (How did the student change as a result of the lesson or activity)	Implications (What do the data tell you?)
Jeana Berube	6th grade class	North Ogden Elementary School Harassment Policy (attached)	Begin Jan. 2005 End March 2005	70 students 6th grade	Data recieved from 6th grade teachers Before implementation of policy Oct 2004 – Dec 2004. (13) reported Harassment offenses out of (13) offenses. (9) students committed a second offense out of 9 second offenses, and (6) students committed third offense out of 6 third time offenders (2) offenced a fourth time. 1 student offenced 5th time.	After implementation of policy Jan 2005 to May 31, 2005 (11) reported harassment offenses. out of 11 offenses (6) students committed a second offense. out of 6 (2) time offenders (2) students committed a third offense. There were no fourth, fifth, or sixth offenses.	When students are aware of the consequences of harassment they are less likely to continue to offend.

__Pat Thomas__   __5-26-05__   _____   __Jeana Berube__
Principal's Signature   **Date**   **Date of Staff Presentation**   **Prepared By**

*adapted from the ASCA National Model: A Framework for School Counseling Programs   **Attach data, examples and documentation

Data obtained from Implementation of North Ogden Elementary School Harassment Policy

	Before	After
# of First Offenses	13	11
# of Second Offenses	9	7
# of Third Offenses	6	3
# of Fourth Offenses	2	0
# of Fifth Offenses	1	0
# of Sixth Offenses	0	0

Before indicates before the policy was implemented – October 1, 2004 through December 31, 2004
After indicates after the policy was implemented January 1, 2005 through March 31, 2005
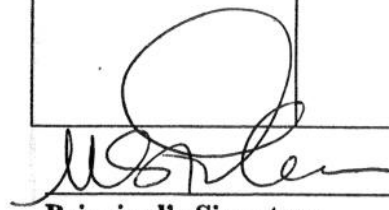
Utah CGP--Closing the Gap Results Report 2004-2005*, Elementary Schools

School _North Park Elementary_   District _Weber_

Intended Behavior	NCD Guideline, Student Competency, ASCA Standard, Developmental Asset, Standard and Objective, Desired Result For Student Learning	Activity to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Method (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
Improved decision-making due to students using the Stop + Think Social Skills process	• Skills to interact positively with others • Awareness of the importance of growth and change	• Classroom presentations • re-inforcement for skill practice • Visual cues posted in classroom and school hallway	• Stop + Think curriculum • Rewards / Reinforcer	Pre + Post test skills assessment	September 2004 – January 2005	70 in this data project

[Principal's Signature]   3/7/05   _[signature]_
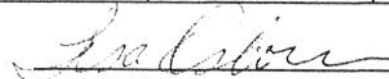**Principal's Signature**   **Date**   **Date of Staff Presentation**   **Prepared By**
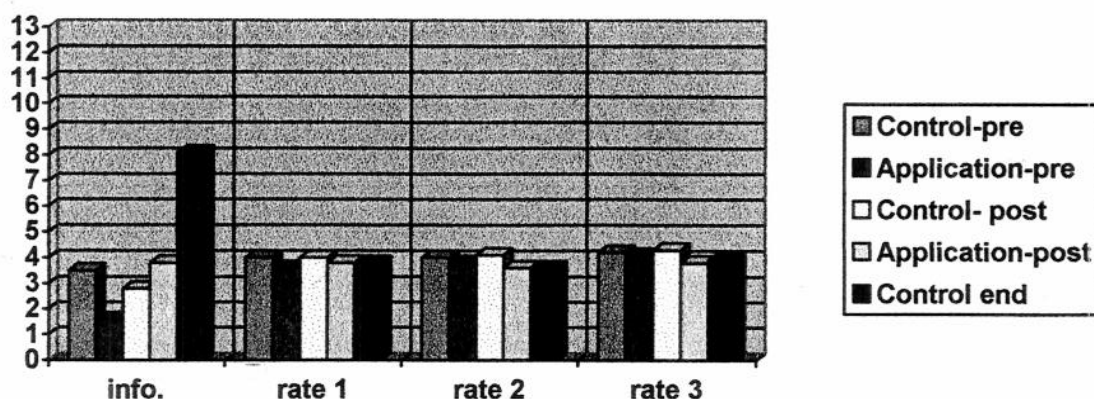*adapted from the ASCA National Model: A Framework for School Counseling Programs   **Attach data, examples and documentation

Stop & Think Data Project
5th Grade

The control group and application group are both 5th grade classes at North Park Elementary School. The Stop & Think Skill Development program was presented to the application group by the counselor 30 minutes a session for eight sessions.

The information bar represents the responses given on a Stop & Think content pre/post test. There are a total of 13 points possible. There was a significant increase in the application group and a decline in the control group.

The 'rate 1' bar represents the students' self-rating of their listening skill on a scale of 1-5 before and after the Stop & Think program. There was a slight increase in the application group's rating of their listening skill a slight decrease in the control group

The 'rate 2' bar represents the students' self-rating of their anger control skill on a scale of 1-5 before and after the Stop & Think program. There was a slight decrease in the application group it stayed consistent in the control group.

The 'rate 3' bar represents the students' self-rating of their ability to walk away from a fight on a scale of 1-5 before and after the Stop & Think program. There was a decrease in the application group and slight increase in the control group.

Conclusions: Content can be taught, perception of skill mastery is the challenge. I'll move the anger control skills forward in the program and put more emphasis on them in the next application to see if that adjustment will increase the perceived skill mastery for students. Also, it may be that through discussion students become more aware of their skill deficiencies and need to develop anger control skills.

Control Group End Program Test: The results of the control group's post program test support my earlier conclusion that content is easily taught but the student's perception of skill mastery is worse after discussing the skills. I believe there is value in knowing steps to a skill and also that students are more skilled after the program than they believe they are. I also believe that if I were able to filter out the students being sarcastic on their self assessments the results would be different.

Comprehensive Guidance 2004/2005

Counselor time allocation:

10%   **Individual Planning** (Participate in SEP's when needed, work with individual student's organizational and planning skills, career exploration, green light detention)Attendance tracking and remediation(**data collection project**).

15%   **System Support**- Other Duties as Assigned

25%   **Responsive Services**- Crisis support, behavior modification, individual counseling

40%   **Guidance Curriculum**- Classroom Presentations as outlined below and/or topics as requested, Small Groups, Character Crew

Kindergarten- Duso and as needed topics

1st Grade- Second Step-(8 - 20 minute presentations) a research supported violence prevention curriculum using puppets

2nd Grade- Stop & Think Social Skill Program-(8-20 minute presentations) research supported

3rd Grade- Stop & Think Social Skill Program- (8-20 minute presentations) research supported

4th Grade- Stop & Think Social Skill Program- (8-30 minute presentations) research supported

5th Grade- Stop & Think Social Skill Program- (8-30 minute presentations) research supported (**data collection project- with control group**)

6th Grade All-Stars- (10-30 minute presentations) research supported prevention program (**data Collection project**)

Parenting Classes: **Guiding Good Choices**- A research supported four week program for parents of 9-14 year old kids.   October 26, November 2, 9, 16

Feeling Good- A four week program exploring how to avoid 'twisted' thinking in ourselves and our children that interferes with success. Based on the books by Dr. David Burns.

Name of School _Riverdale Elementary_   District _Weber County_

Target Group: _2nd grade_

Target Group Selection Is Based upon the Following Criteria: _Past problems with friends & school rules._

Data Driving This Goal: _Infractions from 1st grade - trying to decrease unwanted behaviors._

Intended Behavior	NCD Guideline, Student Competency, ASCA Standard, Developmental Asset, Standard and Objective, Desired Result for Student Learning	Activity to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Method (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
Good social skills: empathy sharing following rules respect reporting	The researched based program I used incorporated the following: ASCA Standard, Developmental Assets, Standards and Objectives for State core in character ed. and Civics.	Weekly classroom lessons. The program took 12 weeks to complete.	No	Pre and post tests.	Aug 28, 2004 Nov	~~72~~ 68

[Principal's Signature]   _5-27-05_   _april 2005_   _Deborah Armstrong_

Principal's Signature   **Date**

*adapted from the ASCA National Model for School Counseling Programs

Date of Staff Presentation   _(shared data w/ 2nd grade (teachers + principal)_   **Prepared By**
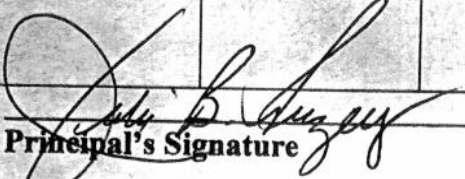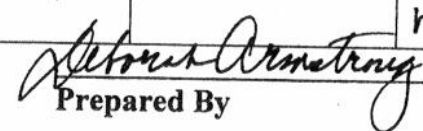
School _Riverdale Elementary_   District _Weber County_

Counselor	Target Group	Curriculum And Materials	Start Date End Date	Process Data (Number of students affected)	Perception Data (Pre and post test competency attainment or student data**)	Results Data (How did the student change as a result of the lesson or activity)	Implications (What do the data tell you?)
Debbie Armstrong	2nd grade	"Bullying Stops Here" • Sunburst program. • Internet material on bullying program in New Zealand "Kia Kaha"	Aug 28, 2004 Nov 19, 2004	68 students or the entire 2nd grade	see attached data: tests and results of pre and post test.	I saw an improvement in problem solving skills and less tattling. The number of bullying incidents did decrease.	Students were able to define bullying and take care of some of the incidents on their own. They did not just ignore it -or run and tattle.

Principal's Signature _____   Date _5-27-05_   Date of Staff Presentation _Shared date a/2nd grade teachers and principal._   Prepared By _Deborah Armstrong_

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Attach data, examples and documentation

Porter	Peterso	Cox		Porter	Peterson	Cox

Yes (Pretest) — **No** (Post test)

Safe School Survey
2004-2005
D. Armstrong

1. Kids like me.   Yes   No
Pretest: 9 19 / 17 18 18 20   Posttest No: 13 1 10 3

2. I feel safe at school when:
Pretest: 8

I feel safe before school.   Yes   No
Pretest: 8 19 12 19 18 18   Posttest: 14 3 6 4 3 3

I feel safe after school.   Yes   No
Pretest: 19 18 12 12 20 20   Posttest: 5 4 6 6 2 1

I feel safe at recess.   Yes   No
Pretest: 12 19 14 16 20 21   Posttest: 10 3 4 2 1

I feel safe at lunch recess.   Yes   No
Pretest: 13 15 14 16 19 20   Posttest: 9 4 4 2 2

I feel safe in our classroom.   Yes   No
Pretest: 19 20 18 19 20 21   Posttest: 3 2 0 0 1

I fee safe in the lunchroom.   Yes   No
Pretest: 14 19 17 19 21 21   Posttest: 8 3 1 0 0

I feel safe in the bathrooms.   Yes   No
Pretest: 15 19 13 13 18 19   Posttest: 7 5 5 5 3 2

I feel safe in the halls.   Yes   No
Pretest: 15 17 13 16 19 20 (20)   Posttest: 7 5 5 2 2 2

3. This happens to me at school sometimes:

People call me names   Yes   No
Pretest: 11 16 10 16 6 3   Posttest: 11 5 8 7 15

No one will play with me.   Yes   No
Pretest: 9 15 14 15 12 10   Posttest: 13 7 4 3 2 11

Yes — **No**

Yes				Question	Yes	No	No			
14 6	8 6	8 6	People say they are going to hurt me or take things from me.	Yes No	8 16	1	18
12 8	9 11	13 10	People hit, kick, or push me.	Yes No	10 14	9 7	8
16 2	1 1	3 0	People touch me in inappropriate ways.	Yes No	6 20	17 18	18

4. If someone does bully or bother me it usually is:

Yes					Yes No	No			
6 1	8 4	7 2	A little kid.	Yes No	16 21	10 14	14
5 6	7 10	7 14	Someone in my class.	Yes No	17 16	11 8	14
9 9	10 8	10 15	Someone in my grade.	Yes No	13 13	8 10	11
13 5	7 7	4 3	An older student.	Yes No	9 17	11 11	17
9 6	8 10	11 8	More than one person.	Yes No	13 6	10 8	10
14 13	15 14	16 14	A boy.	Yes No	8 6	3 2	3
6 8	1 1	2 2	A girl.	Yes No	13 19	17 17	19
8 6	1 6	1 1	A grown-up.	Yes No	16 12	17 16	20
12 4	7 10	9 14	Nothing has happened to me.	Yes No	10 19	11 5	12

Name of School _Roosevelt Elementary_   **District** _Weber_

Target Group: _K-6_

Target Group Selection Is Based upon the Following Criteria: _Learning styles inventory_

Data Driving This Goal: _identifying each students and teachers learning style._

Intended Behavior	NCD Guideline, Student Competency, ASCA Standard, Developmental Asset, Standard and Objective, Desired Result for Student Learning	Activity to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Method (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
Help students learn know that they learn what their strengths + weaknesses are. Help teachers strengthen their weak areas of teaching		Assessment given by the counselor and then a follow up session to explain the outcome.	I will use the Selle multiple Intelligence Inventory	I will score each assessment and get a mean, median + Mode for each class, and the grade and school.	Sept. 04 Nov. 04	640

_____   _____   _April 05_   _Gary Smith_
Principal's Signature   **Date**   **Date of Staff Presentation**   **Prepared By**

*adapted from the ASCA National Model for School Counseling Programs

Utah CGP Closing the Gap Results Report 2004 – 2005

Roosevelt Elementary School   *Weber District*   *Counselor Gary Smith*

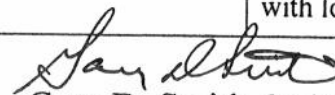| Intended Behavior	Target Group	Curriculum and materials used	Start Date	Process Data # of students affected	Perception Data From study	Results data (How did it help the students)	Implications of data
Testing each student for their learning styles will help us better understand the strengths and weaknesses of each student. We will have each teacher take the test also so they know their preferences and can then enable them to assist their students in the most effective way.	All grades K - 6	Teele Inventory for Multiple Intelligences (TIMI) Published by Sue Teele & Associates Redlands, California 92373 Phone (909) 793-1916	09/05/2004	Our student enrollment is 640. One teacher in sixth grade opted not to participate in the study so the total number of students participating was 619.	Most students are unaware of their multiple intelligences (MI) styles and how the dominant MI affects learning.	Each student received a test sheet and the counselor interpreted his or her scores giving feedback to help each student understand their dominant MI and weaknesses in their MI. Each student was given options to improve their ability and enhance their skills in the low areas. Each teacher kept the individual sheets on each student. The counselor prepared statistics for each teacher making a copy of the whole class, female, and male, mean, median, and mode.	The data for this study explains the MI on a scale of 0 being low and 8 being high in relation to dominance for each of the seven MI's. There is a sheet explaining each MI and the strengths associated with each. If a student has, a low score it means the student must find ways to strengthen the use of the particular MI. If the student is dominant, this refers to the use of this MI more frequently than those with low scores do.

Scott Zellem

Principal Signature

05/12/2005

Date

12/13/2004

Date of Staff Presentation

Gary D. Smith, MAEd.

Prepared by

** See attached data, examples and documentation

Implication of data continued

The data shows the students at Roosevelt have a low self-esteem in general with the mean of 2.9840 with a median 2.9000. The fourth grade students have the lowest mean at 2.6522 and a median of 2.6400. With this information, the counselor conducted some small groups and encouraged the teachers to incorporate more opportunities for cooperative learning. This will help to build self-confidence among the students to interact with students outside their chosen group of friends. When comparing the intrapersonal skills of the fourth grade male and female students to the entire school these students also rank lower than any other students do in our school. While the school wide Intrapersonal mean for females is 3.2042, the fourth grade females are 2.7267; which is 0.4775 below the school wide average. With the school, wide Intrapersonal mean for males is 2.7521, the fourth grade males are 2.6033; 0.1488 below the school wide mean and 0.0937 lower than the fourth grade females. The third grade males rank the lowest of all males in the school at 2.3775, 0.2258 below the fourth grade males with Intrapersonal learning skills.

This study has provided a baseline for working with disruptive students and helping them develop skills in problem solving and making better choices for the future. The teachers have been pleased with the results of this study in helping them to be more understanding and strengthen their teaching styles by understanding their own MI scores. This is just one tool teachers can use to help explain the difficulties students have in learning within the educational system of the Weber School District and the USOE guidelines and standards. The counselor at Roosevelt is preparing instruction to help support the school in raising the test scores of all students at Roosevelt elementary.

ﾠah Comprehensive Guidance Program: Closing ﾠGapﾠAction Plan 2004-2005*, Elementary Schoﾠ

Name of School Roy Elementary **District** Weber School District

Target Group: 4th – 6th grades – younger students at teachers request

Target Group Selection Is Based upon the Following Criteria: continued bullying issues with students.

Data Driving This Goal: I will be recording the number of bullying /violent Discipline referrals beginning in October to see if there is a decrease during the year.

Intended Behavior	NCD Guideline, Student Competency, ASCA Standard, Developmental Asset, Standard and Objective, Desired Result for Student Learning	Activity to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Method (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
Decrease violence & Bullying at school. Increase Respectful Behaviors.	- Character Education - Social Skills - School Safety Standard VII - Needs assessment (pre-test, post-test) Standard VIII - Responsive Services (Increased referrals) Standard IX - Guidance curriculum (Each lesson providing skills) Standard XIV - increase goal setting & faculty presentations	I will be teaching the "Stop Bullying" program to grades 4th to 6th. This Consists of 5 videos and 6 classroom visits. There is a Pretest and post test to measure prior knowledge and Learned knowledge.	I will be sending an overview of the program to teachers. I will take sometime in faculty meeting to share goals and results. I will also make additional visits through the end of the year to reinforce what has been taught.	I will use the Pre-test and the Post test to evaluate learning. I will track the number of bullying incidents to measure if there is a decrease. I will also send surveys home to see if parents see results.	I will begin October 1st and continue to the 1st of may.	It will include 350 4th to 6th graders and K-3rd graders as teachers request assistance.

Barbara Johnston
Principal's Signature

9/24/2004
Date

Sept 29th 2004
Date of Staff Presentation

Lisa R. Annder
Prepared By

*adapted from the ASCA National Model for School Counseling Programs

School __Roy Elementary__   District __Weber School District__

Counselor	Target Group	Curriculum And Materials	Start Date End Date	Process Data (Number of students affected)	Perception Data (Pre and post test competency attainment or student data**)	Results Data (How did the student change as a result of the lesson or activity)	Implications (What do the data tell you?)
Lisa Anhder	4th_6th grade Students	"Stop Bullying" curriculum. 5 videos: 1- No more Teasing. 2- I was just Kidding! 3- What we learned about Bullying. 4- Put yourself in someone else's shoes. 5- Respect Pre-Assessment and Post Assessment tools. Discussion materials By: Sunburst Visual media.	October 1st, 2004 to may 1st, 2005	265 students	Pre-Assessment- How Do you Feel About School? - attachment - Post-Assessment- How Do you Feel About school?, - attachment - Post-Test- What I Know about bullying survey. - attachment - Reviewing of Pink slips (Discipline Reports) for years 2003-2004 and 2004-2005. Comparisons were made. - attachment -	Fourth grade bullying incidences were reduced from 40 to 16. Fifth grade bullying incidents were reduced from 10 to 5. Sixth grade incidences increased from 13 to 15. 54% of 6th grades scored 86% or higher on Post-Test. 43% of 5th grade students scored 86% or higher.	Overall, there was a reduction in bullying incidences. Also, most students scored 86% or higher on Post-Testing. It seems that students learned and also applied that Knowledge. The program also provided the students and I common ground on what bullying is and how to deal with it.

__Barbara Johnston__   __5/25/2005__   __5/27/2005__   __Lisa R Anhder__
Principal's Signature   Date   Date of Staff Presentation   Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs   **Attach data, examples and documentation

Closing the Gap Results Report, Elementary Schools
Bully Prevention/Education Program
2004-2005

Counselor: Lisa Anhder, Roy Elementary
Weber School District

Target Group: 4th, 5th, and 6th Graders

Curriculum and Materials: Stop Bullying Program, Sunburst Video
- 5 videos on Bullying, Empathy, and Respect, and Harrassment.
- Pre-Assessment and Post-Assessment Surveys
- Worksheets and Discussion Tools

Start/End Date: October, 2004 – April, 2005
Students were taught either on a weekly or a monthly basis.

Process Data: 250 Students and 11 Teachers participated.

Perception Data:
- Pre-Assessment Tests and Post-Assessment Tests, measuring both student perceptions and content learned. (see attachments)
- Bully incident comparisons. Using pink slip (discipline) reports, the years of 2003-2004 was compared with the 2004-2005 school year to see if students participating in the Stop Bullying Program had fewer number of bullying incidents after starting the program.

Results Data:
- Number of Bullying Incidents/2003-2004
  4th Graders: 40   5th Graders: 10   6th Graders: 13
  Number of Bullying Incidents/2004-2005
  4th Graders: 16   5th Graders: 5   6th Graders: 15

- Pre-Assessment and Post-Assessment Results (see attachments)

Implications: There have been fewer incidents of bullying this year as compared to the previous year. This would indicate that the program has been successful. Especially when you consider that the 4th graders of 2003-2004 are now the 5th graders of 2004-2005. By comparison there has been a reduction of 40 to 5 incidents. There are other factors that could affect the reduction of incidents such as demographic changes in students and teachers, smaller class sizes, and frequency of reporting by teachers.

School __Valley View Elementary__ District __Weber County__

Counselor	Target Group	Curriculum And Materials	Start Date End Date	Process Data (Number of students affected)	Perception Data (Pre and post test competency attainment or student data**)	Results Data (How did the student change as a result of the lesson or activity)	Implications (What do the data tell you?)
Dixie Brenchley	28-30 5th grade students in Mr. Gilbert's class.	-Bully survey - mirror activity (my own material) where we discussed that everyone can be a bully. - working together and getting along as a community presentation. - Gum in My Hair video by -Heart rip activity - Bingo review	October 14- April 6	approximately 28-30	See attachments	Teacher noticed observed: a difference in how kids handled conflict. He felt that they were thinking it through before acting.	There wasn't a significant amount of change in the answers from the pre- and post-tests for the most part. There was, however, a significant change with question #18 and #22. There was a decrease from pre to post concerning not fighting back. As well as a decrease in the number of student that felt more needed to be done in school concerning bullying.

_____
Principal's Signature

_____
Date

_____
Date of Staff Presentation

Dixie Brenchley
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Attach data, examples and documentation

ah Comprehensive Guidance Program: Closing Gap Action Plan 2004-2005*, Elementary Schoc

Name of School __Valley View Elementary__   District __Weber__

Target Group: __5th grade class; Mr. Gilbert's__

Target Group Selection Is Based upon the Following Criteria: __Teacher has reported that this is a major problem.__

Data Driving This Goal: __Initial bullying survey given in each classroom establishing a need for improvement__

Intended Behavior	NCD Guideline, Student Competency, ASCA Standard, Developmental Asset, Standard and Objective, Desired Result for Student Learning	Activity to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Method (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
- Raise awareness of the prevalence of teasing and bullying. - Discuss strategies & actions that students can take as a class to reduce/eliminate teasing and bullying in school.	Personal / social Development (ASCA) - students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.	- monthly guidance lessons - Dicipline policy	*Follow-up in classrooms from teachers x Follow through and consistency of dicipline Policy.	Bullying Survey given in October and at the end of the school year.	Oct - April	30

__Gloria Rasmussen__   __Oct. 18, 2004__   __October 13, 2004__   __Dixie Greenwood__
Principal's Signature   Date   Date of Staff Presentation   Prepared By

*adapted from the ASCA National Model for School Counseling Programs

Pre-Test Grade Bullying Survey Results

Questions:	Yes-Total (28)	No-Total (28)	Unanswered Total (28)
1. In the last month, a student bullied me with physical bullying.	3 11%	25 89%	
2. In the last month, a student bullied me by intimidation.	8 29%	20 71%	
3. In the last month, a student bullied me with verbal bullying.	10 36%	18 64%	
4. In the last month, a student bullied me with social bullying.	6 21%	22 79%	
5. In the last month, a student bullied me with relational bullying.	9 32%	19 68%	
6. In the last month, I was bullied at home or in the community (away from school).	11 39%	17 61%	
In the last month a student at school bullied me.....			
7. in the classroom	3 11%	25 89%	
8. in the halls	2 7%	26 93%	
9. in the cafeteria	5 18%	23 82%	
10. in the bathroom	1 4%	27 96%	
11. on the bus	6 21%	22 79%	
12. at recess on the playground	9 32%	18 64%	1 4%
13. Another location?	10 36%	18 64%	
If I were being bullied, I would try these ways to deal with a bully:			
14. Tell a friend.	18 64%	8 29%	2 7%
15. Walk away.	22 79%	4 14%	2 7%
16. Chill out- try not to give a reaction	14 50%	13 46%	1 4%
17. Try not to be alone.	13 46%	12 43%	3 11%
18. Not fight back.	11 39%	16 57%	1 4%
19. Write it down.	10 36%	16 57%	2 7%
20. Tell an adult.	23 82%	4 14%	1 4%
21. Another way?	10 36%	11 39%	7 25%
22. What's your opinion? Do we need to do more in our school to stop bullying? If yes, what should the school do?	20 71%	6 21%	2 7%

These survey results are based on the answers of a 5th grade class at Valley View Elementary. The class has 30 students, but due to absences, only 28 participated in the survey.

Post-Test Grade Bullying Survey Results

Questions:	Yes-Total (25)	No-Total (25)	Unanswered Total (25)
1. In the last month, a student bullied me with physical bullying.	1 4%	24 96%	
2. In the last month, a student bullied me by intimidation.	8 32%	17 68%	
3. In the last month, a student bullied me with verbal bullying.	10 40%	15 60%	
4. In the last month, a student bullied me with social bullying.	11 44%	14 56%	
5. In the last month, a student bullied me with relational bullying.	9 36%	16 64%	
6. In the last month, I was bullied at home or in the community (away from school).	11 44%	13 52%	1 4%
In the last month a student at school bullied me.....			
7. in the classroom	4 16%	21 84%	
8. in the halls	6 24%	19 76%	
9. in the cafeteria	4 16%	21 84%	
10. in the bathroom	4 16%	21 84%	
11. on the bus	5 20%	19 76%	1 4%
12. at recess on the playground	9 36%	15 60%	1 4%
13. Another location?	6 24%	16 64%	
If I were being bullied, I would try these ways to deal with a bully:			3 12%
14. Tell a friend.	18 72%	6 24%	1 4%
15. Walk away.	20 80%	4 16%	1 4%
16. Chill out- try not to give a reaction	15 60%	8 32%	2 8%
17. Try not to be alone.	15 60%	9 36%	1 4%
18. Not fight back.	17 68%	7 28%	1 4%
19. Write it down.	9 36%	15 60%	1 4%
20. Tell an adult.	22 88%	2 8%	1 4%
21. Another way?	6 24%	14 56%	5 20%
22. What's your opinion? Do we need to do more in our school to stop bullying? If yes, what should the school do?	12 48%	12 48%	1 4%

These survey results are based on the answers of a 5th grade class at Valley View Elementary. The class has 28 students (two students have moved or transferred during the year), but due to absences, only 25 participated in the survey.

Name of School _Washington Terrace Elementary_   **District** _Weber_

Target Group: _65 Students in 2nd Grade_

Target Group Selection Is Based upon the Following Criteria: _Program taught to all 2nd grade students_

Data Driving This Goal: _Pre-Assessment / Post-Assessment Surveys_

Intended Behavior	NCD Guideline, Student Competency, ASCA Standard, Developmental Asset, Standard and Objective, Desired Result for Student Learning	Activity to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Method (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
Reduce bullying Learn how to avoid/deal with bullies Learn when to report bullying Learn not to bully	Personal Dev. Social Dev. Safe & Drug Free Schools.	Sunburst Visual Media Bullying Stops Here Curriculum Module 12 - forty-five minute lessons		Pre-Assessment Post-Assessment	Feb 4, 2005 to May 6, 2005	65(+)

Janice Combe   _5-17-05_   _____   _John Richards_
Principal's Signature   **Date**   **Date of Staff Presentation**   **Prepared By**
*adapted from the ASCA National Model for School Counseling Programs

Utah CGP--Closing the Gap Results Report 2004-2005*, Elementary Schools

School _Washington Terrace Elem._   District _Weber._

| Counselor	Target Group	Curriculum And Materials	Start Date End Date	Process Data (Number of students affected)	Perception Data (Pre and post test competency attainment or student data**)	Results Data (How did the student change as a result of the lesson or activity)	Implications (What do the data tell you?)
John Richards	65 Students in 2nd grade	Sunburst Visual Media Bullying Stops Here	Feb. 4, 2005 to May 6, 2005	65	Students reported feeling safer at school. A decrease in bullying behaviors was reported.	Students learned how to identify bullying behaviors and how to avoid being bullied, or being a bully. Students feel safer at school.	Bullying behaviors reduced over the duration of the project. Fewer students felt excluded. Students feel more safe at school.

Principal's Signature _____   Date _____   Date of Staff Presentation _____   Prepared By _John Richards_

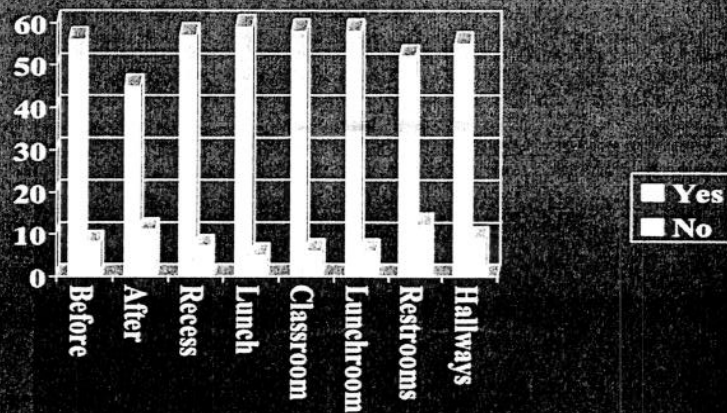*adapted from the ASCA National Model: A Framework for School Counseling Programs   **Attach data, examples and documentation
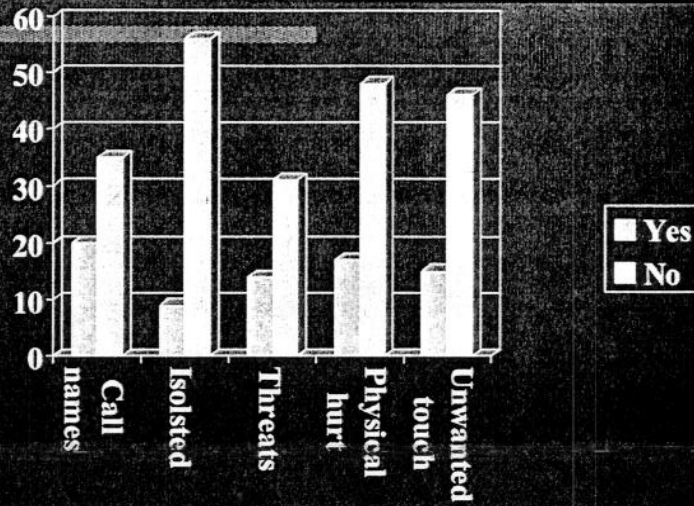
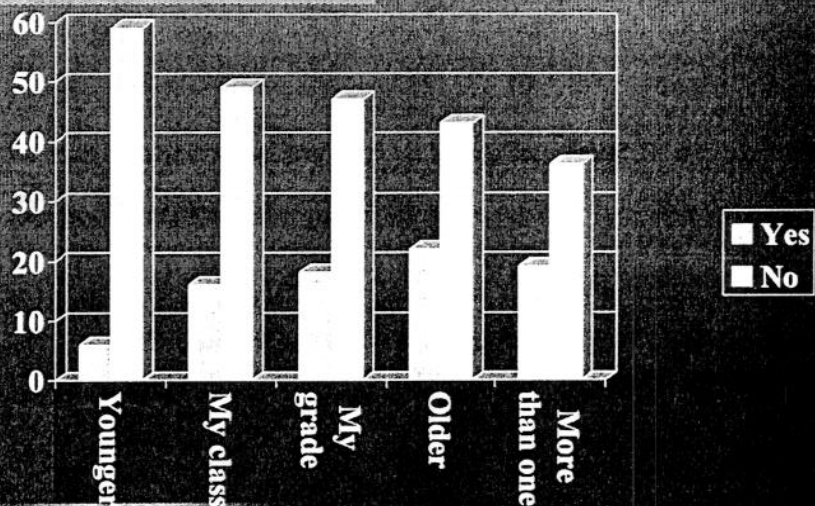Other kids like me:
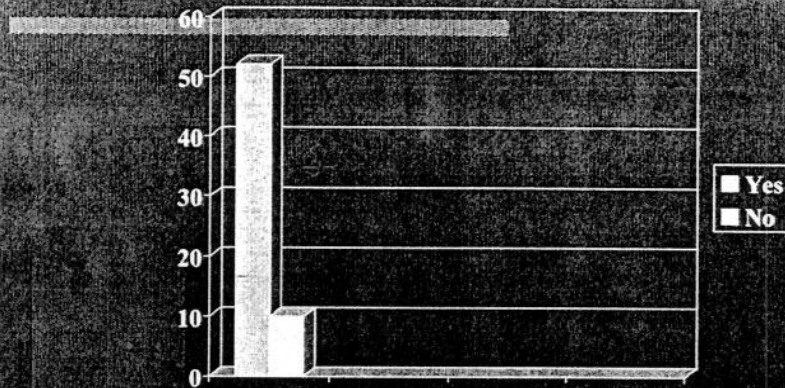
Post-Assessment results

I feel safe at school when:

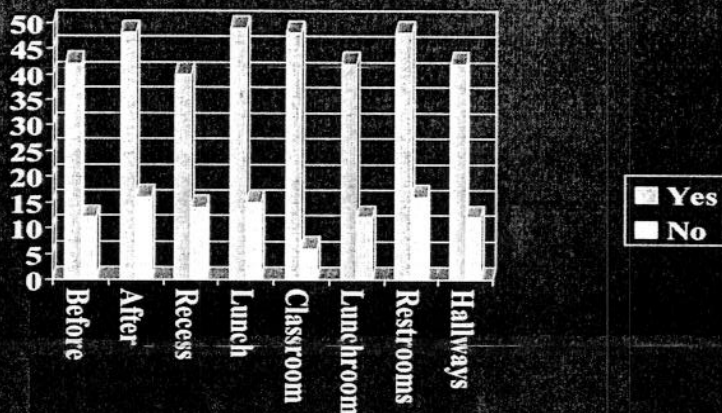This happens to me at school sometimes:
Post-Assessment

If someone does bully or bother me it usually is:
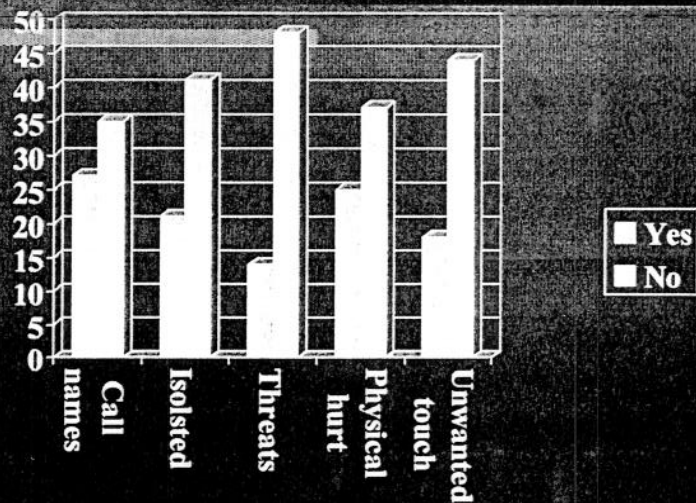Post-Assessment

8

Pre-Assessment Results

I feel safe at school when:

Yes
No

Before, After, Recess, Lunch, Classroom, Lunchroom, Restrooms, Hallways

---

This happens to me at school sometimes:

Yes
No

Call names, Isolsted, Threats, Physical hurt, Unwanted touch

Utah Comprehensive Guidance Program: Closing the Gap Action Plan 2004-2005*, Elementary Schools

Name of School West Haven   District Weber School District

Target Group: 1st - 6th grade

Target Group Selection Is Based upon the Following Criteria: Principal recommendation

Data Driving This Goal: Cool Kids ticket distribution

Target Behavior	NCR Guideline, Student Competency, ASCA Standard, Developmental Asset, Standard and Objective, Desired Result for Student Learning	Activity to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Method (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
Improve social skills	Social Competence	Classroom - counselor directed I teach We all do it You do it	Monthly staff & administrator meeting	# of Cool Kids tickets passed out during the month after the introduction of the lesson.	Nov-April	400

Maurine Newton   Nov. 2004   Monthly   Stacy Berness

Principal's Signature   **Date**   **Date of Staff Presentation**   **Prepared By**

*adapted from the ASCA National Model for School Counseling Programs

Utah CGP--Closing the Gap Results Report 2004-2005*, Elementary Schools

School __West Haven__   District __Weber School District__

Counselor	Target Group	Curriculum And Materials	Start Date End Date	Process Data (Number of students affected)	Perception Data (Pre and post test competency attainment or student data**)	Results Data (How did the student change as a result of the lesson or activity)	Implications (What do the data tell you?)
Stacy Bernesser	1st - 6th grade	Kool Kids program.	Nov - Apol	400	Asking Students the steps for the Specific Social Skill ∅	After the lesson - for the rest of the month if the students could demonstrate the steps of the social Skill of the month. That student would receive a Kool Kid ticket. That student would qualify for a weekly drawing and win a prize for	Which grade is taking part in the program. Which grade might need an extra review in that lesson.

Maurine Newton   _5/17/05_   _monthly_   _Stacy Bernesser_   that grade class

Principal's Signature   **Date**   **Date of Staff Presentation**   **Prepared By**
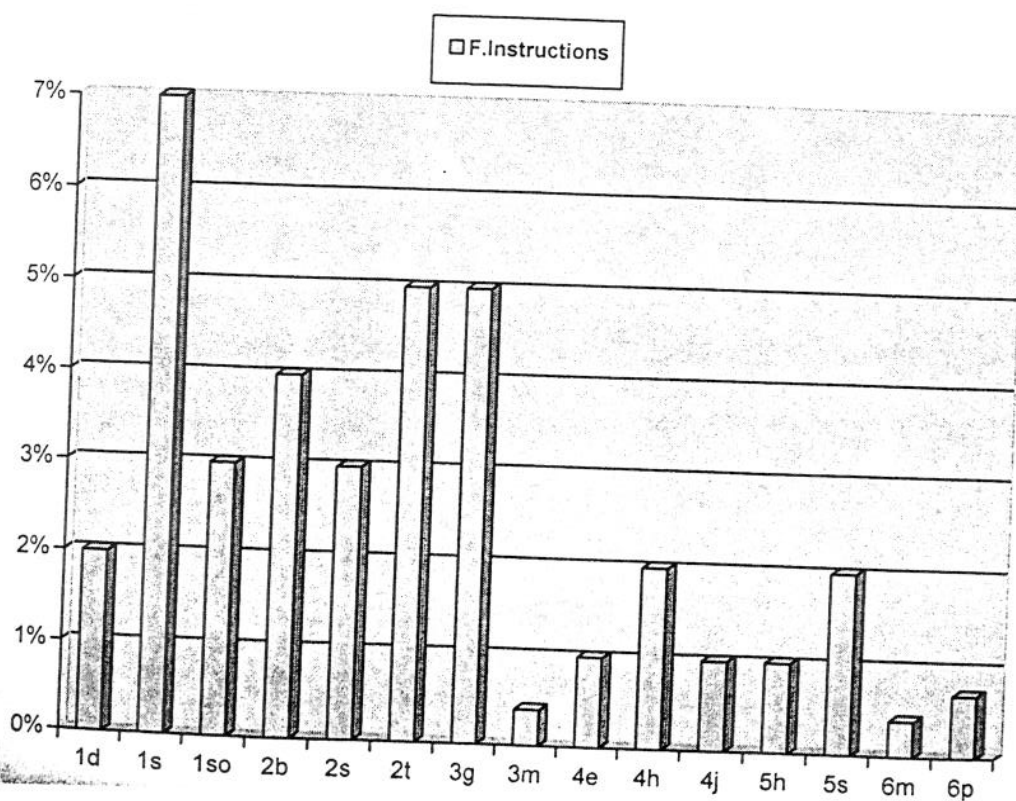
*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Attach data. examples and documentation

Nor.

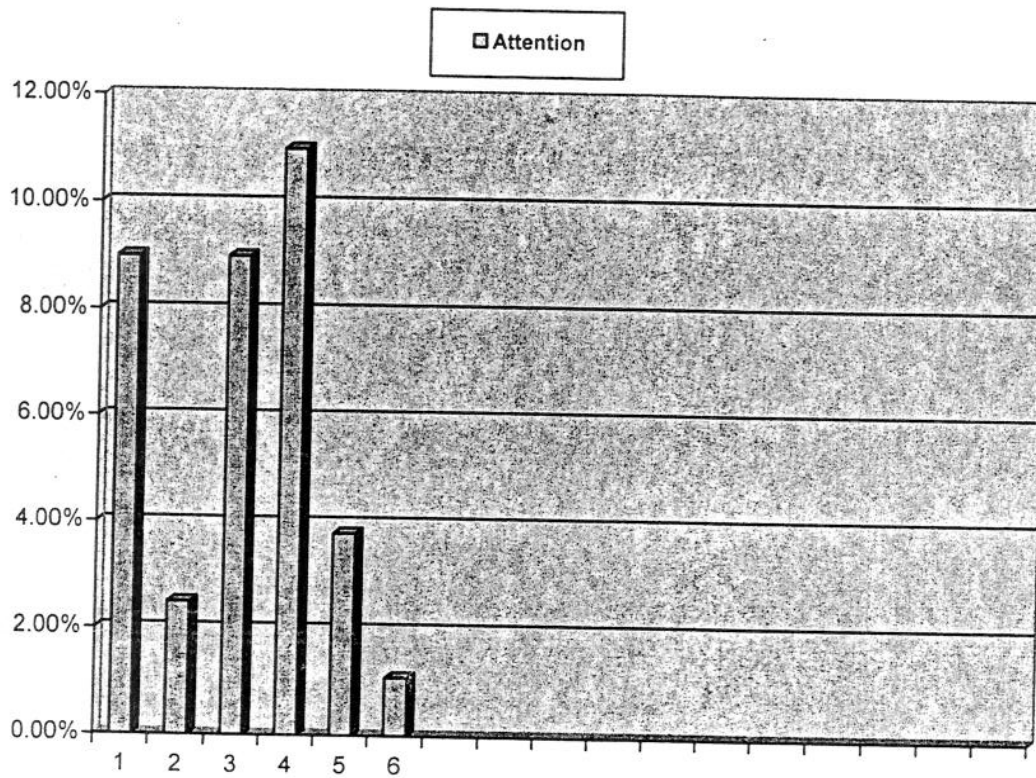# Cool kids Following Instructions

Legend: □ F.Instructions

Bar chart showing F.Instructions percentages by category:
- 1d: ~2%
- 1s: ~7%
- 1so: ~3%
- 2b: ~4%
- 2s: ~3%
- 2t: ~5%
- 3g: ~5%
- 3m: ~0.3%
- 4e: ~0.7%
- 4h: ~1.7%
- 4j: ~0.7%
- 5h: ~0.7%
- 5s: ~1.7%
- 6m: ~0.2%
- 6p: ~0.4%

Y-axis: 0% to 7%

Dec.
changed from Individual
Classes to Combined grades.

Cool kids Getting the Teachers Attention

Jan

Waiting